DOCUMENT RESUME

ED 461 097 CS 014 596

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TITLE A Preliminary Investigation of Teachers' Perspective on Parental Involvement in Children's Literacy Development in the Black Belt Region.
PUB DATE 2001-11-00
NOTE 16p.; Paper presented at the Annual Meeting of the Midsouth Educational Research Association (Little Rock, AR, November 13-16, 2001).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Elementary Secondary Education; *Literacy; *Parent Participation; *Parents; Parents as Teachers; Rural Education; *Teacher Attitudes
IDENTIFIERS Alabama

ABSTRACT

This study was designed to investigate the extent to which teachers in the Black Belt Region of a southeastern state feel that parents should be involved in curricular decisions, the ways in which they involve parents in the literacy development of their children, and the three most important ways they felt that parents could be involved in order to support the literacy development of their children. An additional purpose of the study was to find out if there was a difference between primary, upper elementary, middle school, and high school teachers in their views about parental involvement. A 3-item open questionnaire was sent through graduate students representing 21 schools from the Black Belt Region of Alabama. A total of 168 teachers responded and returned the questionnaire. The preliminary results indicated ambivalence about parental involvement among the teachers. While the majority of teachers indicated a support for parental involvement, the extent and the nature of parental involvement seemed to vary with grade levels. (Contains 20 references and 3 tables of data.) (Author/RS)

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ED 461 097

# A Preliminary Investigation of Teachers' Perspective on Parental Involvement in Children's Literacy Development in the Black Belt Region

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1

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Presented at the Annual Meeting of the Midsouth Educational Research Association
Little Rock, Arkansas, November 13-16, 2001



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A Preliminary Investigation of Teachers' Perspective on Parental Involvement in Children's Literacy Development in the Black Belt Region

Abstract

This study was designed to investigate the extent to which teachers in the Black Belt Region of a Southeastern state feel that parents should be involved in curricular decisions, the ways in which they involve parents in the literacy development of their children, and the three most important ways they felt that parents could be involved in order to support the literacy development of their children. An additional purpose of the study was to find out if there was a difference between primary, upper elementary, middle school and high school teachers in their views about parental involvement. A three item open questionnaire was sent through graduate students representing 21 schools from the Black Belt Region of Alabama. A total of one hundred sixty-eight teachers responded and returned the questionnaire. The preliminary results indicated ambivalence about parental involvement among the teachers. While majority of teachers indicated a support for parental involvement, the extent and the nature of parental involvement seemed to vary with grade levels.

**A Preliminary Investigation of Teachers' Perspective on Parental Involvement in Children's Literacy Development in the Black Belt Region**

**By Danjuma R. Saulawa and Joyce Johnson**

There seems to be a general consensus in the literature that schools improve when parents are involved and parental involvement is an absolute must for improving the academic outcomes for large numbers of mostly low-income African -American and Latino students (Janes, H. and Kermani, H., 2001 Nichols-Solomon, R. 2000). However, this involvement means sharing leadership, knowledge, responsibility and most important, power. Parents must often cope with a range of reactions to involvement in the school: acceptance, ambivalence, hostility, and subterfuge.

Involvement roles have changed however, parents tend to be cast into old impersonal roles . Parents want to discuss issues like the curriculum but are told to make sure that children get plenty of rest and come to school well-fed so that they will do well on tests or , parents are asked to advocate for more funding but are told that they cannot obtain copies of the school budget. Sometimes when students do not do well in school the subjects of rate of suspensions, how assignments are made, or teacher absenteeism are pushed aside by principals who react angrily and blame parents for the poor performance of students. Teachers also feel the heat when students do not do well. They often worry about being punished by the system. This situation creates a barrier to collaboration between teachers and parents.

Janes. and Kermani (2001), for example, found that although parents and other care givers may not be able to replicate at home what children do at school, when given encouragement and support they can develop literacy events and activities to support their children. Therefore, it may be unrealistic to expect them to play role of students and teachers of school-based literacy. Literacy becomes a joyful activity when care givers act as transmitters of literacy and are afforded an opportunity for self-expression. Storybook reading may not be the appropriate mode. It is important to be sensitive to the community interactions and the local configuration of what constitutes goals and pleasure in literacy.

However there is a constellation of workplace variables that were identified which are predictors of what categories of parents become actively involved. Teachers in Catholic, public single-focus, and magnet high schools were asked about the social and organizational aspects of their schools and how these aspects of the schools related to the opportunities for parent involvement (Bauch, P. A. & Goldring, E. B. 2000). It was believed that these types of schools offer incentives and opportunities for parent involvement because of the voluntary membership aspect. One important workplace variable is the role of parents in the education of their children and how teachers view this role.

Bauch and Goldring (2000) noted that, by definition, parents are outsiders in relation to the school and principals are trained to be boundary spanners to guard teachers and prevent the parents from interfering in the affairs of the school. Findings showed that schools that worked with higher income parents offer more opportunities for involvement than schools with lower income parents. The most important finding of this study is that where teachers perceive the school as having a caring atmosphere, despite the school size, teacher education and seniority,

family social status and school instability, it is more likely that parents will be involved. Teachers' beliefs, attitudes and behaviors towards parents are conditioned by the way they view and participate in school life

Over the years research has demonstrated that there is a positive correlation between parental involvement or school-family partnership and student achievement (Caplan, et al 197). Educators have recognized the importance of parental involvement in literacy development. In a position statement, the International Reading Association (1997) recommends that "Parents, community members, and teachers must work in partnership to assure that children value reading and have many opportunities to read outside of school."

Students whose parents and school work together in partnership or those whose home environment provides school-like experiences tend to score higher in reading tests than those whose home experiences differ from the school or whose parents and school do not work together. Donahue et al (2000) in their report, *The Nation's report Card: Fourth-Grade Reading 2000* give an outline of the factors associated with success and failure in school. Some of these factors are directly related to home-school connection and conditions. Of the children who were eligible for reduced price or free lunch only 14% performed at or above proficiency level compared to 41% for those who were ineligible. Moreover, students who read more pages at home and in school outperformed those who read few pages or none at all. Students who discussed their studies with their parents scored higher than those who did not. Students who came from homes where there were a variety of reading materials scored higher than those who have few or no reading materials.

Although Donahue et al seem to emphasize the importance of availability of materials at home, other research studies seem to support the notion that it is the parental attitude toward literacy and education in general that makes the difference. Baumann and Thomas (1997) argue that it is the home condition and the parental attitude, not race or socioeconomic status that make the difference in children's literacy development. They demonstrate in their study that "recognizing, learning about, and celebrating cultural richness and differences are the critical elements in constructing a supportive home-school relationship among teachers and parents. They feel that parents and educators must not accept the "deficit mentality"; a mind set that every child of low socioeconomic background is inherently lacking in some cognitive capacity, and learn to believe in children's ability to learn regardless of race, color, or social class. The key is to provide children with a demanding culturally responsive curriculum.

The mediating factor seems to be the ability to forge a spirit of team work between the teachers and parents. Lonigan, and Whitehurst's study (1998) supports the idea that team work between teachers and parents facilitates learning for children. In their study, they discovered that when parents and teachers collaborate in shared reading intervention for preschool African American children from low-income backgrounds with below age level oral language skill produced the most significant main effect compared to the treatment group. Their study involved assigning the children to four conditions for six weeks: (1) teacher read to children in small groups; (2) children were read to at home; (3) combined teacher reading and home reading compared to (4) no treatment group. All of the experimental groups performed better than the control group. However, children in condition 3, where both the teacher and the parents read to them, scored higher than those in the other conditions.

Unfortunately, some schools and families seem to be unable to work in partnership. This is especially true about schools that serve the low income and minority communities. Researchers feel that the breakdown in communication between schools and low-income families is due to the approaches some schools take (More, and Littlejohn, 1992). Due to changing family patterns in this country, a variety of means of communication has to be used. More and Littlejohn identified four conditions that make for the most effective models of collaboration. First, schools should take a top-down approach, which starts with the administration. The principal and the staff must be enthusiastic about parental involvement in order for it to be successful. Second, schools should recognize and act on the changing roles of parents and show willingness to learn new ways to communicate. Team work is needed between the schools and the families. Third, schools should use a variety of communication techniques, including the use of technology. Fourth, schools should allow for false starts. They should not expect perfect starts.

Low income parents are often deterred from participation in their children's education due to their past experiences with schools. In most cases, they did not enjoy success in their school life. Therefore, they have feelings of inadequacy about approaching the schools. Sasser, (1991) conducted a study of the attitude of teachers and staff toward parents. Study was done through school office observation, informal interviews with parents and teachers in one high school, six elementary Schools, and 3 middle schools. She found that among the factors that affect parental involvement in public schools are that parents are deterred from participation by a feeling of inadequacy about themselves, prior negative association, perception of school, administrator and teacher attitudes towards parents.

She concluded that most parents want to be involved, but are inhibited by school practices and administrative/staff perception of parents. However, teachers tend to consider uninvolved parents as disinterested or uncaring. She observes that school personnel tend to behave impolitely toward parents who are either unfamiliar or dressed casually. On the other hand, they are very polite to PTA members, familiar persons, or those who come looking professionally dressed.

Finders and Lewis (1994) think that instead of assuming that absence means non-caring, educators must understand the barriers that hinder parents from participating in their child's education. For many parents, their own personal school experiences create obstacles to involvement. Those who have dropped out of school do not feel confident in school settings. In many cases, severe economic constraints prevent children from full participation in the culture of the school. This lack of sense of belonging creates many barriers for parents.

Bean and Valerio (1997) feel that teachers and parents can work together to facilitate students' literacy if schools will change their traditional approach to parental involvement. They suggest that rather than use the unidirectional model of parent involvement whereby teachers tell parents what to do or calling them to meetings, schools should tap into the rich cultural knowledge and experience of the poor and minority parents.

In the Intergenerational Reading Project, France and Hager (1993) found that schools can recruit and retain parents to provide a support system for their children's literacy development. Limited literacy, low-income African American parents/caregivers were invited to attend workshops on how to help their children acquire the requisite language skills for reading

through reading aloud to children and choral reading. When the school reached out to them, they made the necessary effort to attend. Schools in which the principal, the teachers, and the library media specialist sought out parents had the highest attendance rate. When parents were treated with respect they responded positively.

The current study was motivated by the persistent complaint by the teachers in this region about lack of parental participation in their school programs. It represents a preliminary step to find out what could be done to involve parents. It is an attempt to find out what the schools actually do in their efforts to involve parents. This study would provide an insight into ways teachers might be assisted to learn to communicate better with the parents. Such insight would also help schools of education serving this region to plan their programs to prepare teachers to communicate effectively with parents.

## Method

### Sample

The sample used in this study is 168 teachers from public schools located in the rural areas of the Black Belt region of Alabama. The work experience of these teachers ranges from one year to over twenty years. The student population ranges from 250 to 1500 per school. In most of these schools, the ratio of black students to white students is between 65% to 35% and 80% to 20%. About 80%-90% of the students are either on reduced price or free lunch, indicating that the majority of population is at poverty or below poverty levels.

### Data Collection

A total of 210 three question open questionnaires were sent out through graduate students who also teach in these school. Of these, 168 (80%) were returned. The break down of the grade levels respondents teach is: 60 primary, 39 upper elementary, 29 middle school, and 40 high school.

A three-item open questionnaire was used in order to allow the teachers an opportunity to give honest and personal responses to the questions (Best and Kahn, 1998). The questionnaire comprised three open ended questions, a. To what extent should parents be involved in the literacy curricular programs? b. In what ways do you involve parents in their children's literacy development? And c. What are the three most important roles parents should play in helping your students (their children) develop literacy?

### Data Analysis

Responses to each of these questions where tabulated and written down. The number of times each idea generated by the teachers was tallied. These ideas were then listed in order of frequency of mention, with the highest at the top of the list. The same kind of list was prepared for the whole group of respondents. Each list then broken down by grade levels taught by these teachers. This allowed the researchers to make comparison between these groups of teachers.

### Results:

All the responses were read and categorized according their themes.

Question one:

Teachers generated 23 categories of responses (table 1). The most frequently mentioned is direct involvement of parents in curricular matters. It is mentioned by 25% of the time. Some teachers actually feel that parents should be involve in the selection of curriculum materials. The next highest is homework with 9%. Another 7.5% of the respondents said parents should have some input. While 6% each mentioned that parents should be very involved (unspecified) and that parents should know what is taught in school respectively. Another 6% each mentioned encouragement/reinforcement, self involvement, campus visit, and that parents should not dictate or interfere. About 3% each think that parents should participate in parent education programs and that they work with teachers in special needs areas respectively.

Place Table 1 Here

Question Two

The question does not limit the number of ways teachers say they involve parents. The data on Table 2 present a detailed summary of the responses. An analysis of the responses to this question yields 15 categories. The most frequent response (14.23%) is that teachers say they inform parents about school work. This is followed by asking parents to read to their children at home and help children with homework, with 13.84% of responses each. In 11.53% of the responses teachers indicate that they involve parents by sending home progress reports. Also 10.38% of the responses fall in the category of asking parents to listen to their children read to them. In another 9.6% of the responses teachers indicate that they involve parents by having them help with school activities. Other responses include having parents visit school/classrooms (7.69), make presentations or read to classes (6.53), sending booklists home (3.84), discussing materials with the parents (3.07), none at all (2.69), attending the PTA/PTO meetings (1.15%), discipline (0.76%), sign contract (0.38), and volunteer in school (0.38).

Place Table 2 Here

Question Three

This question asks what teachers think are the most important roles parents should play in their children's literacy development. The array of responses is presented on Table 3. The analysis of the responses produced 22 categories. The most frequently mentioned role is that parent should read to their children (21.03). The rest of them are presented in descending order as follows: Listen to children read to them (11.94%), model literacy behavior (8.85%), help children with homework/know what is expected (7.79), give encouragement/shoe interest (6.75%), discuss school wok with their children (6.23), support school/be involved/volunteer (4.67%), take children to the library (4.67%), provide books and other materials at home (4.67), make contact

with school (3.11%), set study time at home (2.59%), visit school (2.59%), give the children experiences (4.15%) put high value on literacy (2.33) work with teachers to solve problems (2.07%), have conference with teachers (2.07%), make reading enjoyable to children (2.07%), ensure children's basic skills preparation for school, model writing at home (1.03%), provide extracurricular activities (0.51%), and discipline (0.51%).

Place Table 3 Here

## Discussion and Conclusions

Except for the 25% support for parental involvement in curricular decisions, responses to question one (table 1) are in disarray. This pattern of responses seems to indicate an uncertainty about what role(s) parents can play as active participants in the school program. Only a few early childhood teachers say they would like parents to help in selecting curricular materials in school. The next categories with the highest number of mentions is homework (9%) and to allow parents some input (&.5%). However a careful examination of table 1 reveals that except for the first response the rest of the responses are not varied according to grade levels.

An examination of the responses to question two (table 2) reveals that these teachers seemed to basically use the unidirectional model of communication with parents (Bean and Valerio, 1997). They seemed to just have parents do what they are asked to do rather than play an active role in the schools. It seems that a disproportionate number of early childhood and elementary teachers ask parents to help with homework.

This is consistent with Collins and Cheek's (1999) observation that the extent of parental involvement in school is often limited to activities they perform or are expected to perform. However Collins and Cheek point out that parents do a lot to support the literacy development of their children. They provide the environment for the children to develop. They provide the role model for the children. The quality of literacy activities at home could determine the quality of literacy development in the children.

A high percentage of early childhood and elementary teachers ask parents to read to their children at home (13.84% of total responses) and to listen to their children read (10.38%). When looked at as categories of teachers, we would see that 20% of primary grade teachers and 15% of elementary teachers ask parents to read to their children as compared to 7.145% and 2.56% for middle school and high school teachers respectively. Such practice has been found to work in helping low income children develop literacy skills (Lonigan and Whitehurst, 1998). However, it appears that teachers in this study do not teach the parents how to work with their children at home. When parents are taught how to read aloud to their children, their children tend to improve in their performance in school (Bright, 2001). Bright found that when she taught a single parent of a low achieving child book sharing activities at home with her daughter, the child showed more improvement in school performance and general attitude toward school than a comparison child of equal ability whose mother did not participate.

This group of teachers do not seem to give parents any active role to play. On the whole, the pattern of communication seems impersonal. These teachers seem to need some support on working with parents.

Although a high percentage (25%) of the teachers say they would like to involve parents in curricular decision, their wish list, as indicated in their responses to question 3, does not seem to include active parental partnership in the curricular programs. The most frequent categories of response are that parents should read to their children at home (21%), listen to their children read (11.94%), model literacy behavior at home (8.85%), and help their children with homework (7.75%). Close examination of these percentages shows that the bulk of responses for the first three categories come from the early childhood and elementary teachers. When compared, a greater percentage of middle and secondary school teachers seem to put more of their preferences on help with homework.

Conclusions

Results of this study seem to indicate that the group of teachers surveyed did not have any specific strategies to attract parents to their schools so they might get the support they need from them. It could be that these teachers did not have in their teacher education curricula the study of ways to involve parents.

Pre-service teachers need to be exposed to diverse communities in which they may have to work through field experiences making contact with diverse families. Schools of education that are required to do that do comply. In a survey of teacher education programs in California, Hiatt-Michael (2000) found that after it became a requirement, in the state, 89% of the colleges and universities offer Parent involvement in their curricula. They primarily include parent involvement in reading/language arts courses.

According to Weiss (1996), teacher education programs that had family involvement in their curricula had positive influence on pre-service teachers' attitude toward minority families. Graduates used the materials after graduation. The program improved their knowledge of parent needs, attitudes about parents and ability to communicate with parents. Participants had higher expectation for their students and cared about students whose homes they visited. Parents came to school more frequently whose homes they visited and approved of the teachers. Participants reported less concern about parental participation.

Katz and Bauch (1999) found that just one course in parental involvement had positive effects on the student teachers' perception of the value of family involvement in children's education. Undergraduates reported using the information gained in the course during their teaching practice. Katz and Bauch therefore, felt that it is a worthwhile effort to include family involvement in teacher education curricula.

Jones and Blendinger (1994) report that a parent involvement seminar and field based assignment during internship period help student teachers develop an understanding and respect for parents of different socioeconomic and ethnic background than themselves (diversity). They also understand that respect for family diversity is essential to parental involvement that strengthens the bond between the schools and families they serve. The program helps the students to gain practical experience in learning ways to communicate with families.

Swich and McKnight (1989) In a questionnaire to determine teacher attitude and behaviors related to parent involvement, found that among the characteristics common to teachers who are deeply involved in the parental involvement process are: (1) membership in professional association (2) Pre-elementary teaching experience (3) a philosophy of developmentally oriented outlook (4) small class size (5) administrative support. They recommend that initial teacher

education include basic information on teachers' role in supporting and activating parental involvement, and that teacher education programs and school teachers must encourage and support involvement in professional growth. School leaders must have continuing educational experiences related to the importance of and the process of implementing parental involvement.

Given the importance of parental involvement in student achievement, schools of education and teacher education planners cannot afford to ignore or relegate it to an adjunct position, as a matter of convenience. Teacher education programs must put focus on helping student teachers learn to communicate and work with parents. This is particularly important for schools of education who prepare teacher to serve in low income areas, such as the Black Belt region. Parents in Black Belt generally have low level literacy. A lot of them dropped out of school themselves. Their children should not have to end up that way. Teachers in this region need to learn to use multiple technique to draw these parents towards the schools so that they may help support their children's education.

More research is needed in order to have a better understanding of the problems that teachers in the Black Belt region face. For example, is it possible that the condition their job place could make it difficult for them to reach for the parents? Are the administrators in this region enthusiastic about parental involvement? What are the feelings and attitudes of parents towards these schools? All these are issues that need to be explored before a teacher education or staff development program can be developed to meet the needs of this population.

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Extent to Which Teachers Would Involve Parents in Literacy Programs

| | Extent of Involvement | Frequency | Group % | Prim | Elem | M/Sc | H/S |
|---|---|---|---|---|---|---|---|
| 1. | Directly involved in curriculum, select activities | 40 | 25.00 | 35.3 | 20.5 | 29.16 | 14.9 |
| 2. | Homework | 15 | 9.00 | 9.8 | 13.38 | 4.16 | 6.38 |
| 3. | Some input | 12 | 7.50 | 5.88 | 10.25 | 8.33 | 6.38 |
| 4. | Be very involved | 10 | 6.21 | 5.88 | 5.12 | 4.16 | 8.5 |
| 5. | Know what courses are taught | 10 | 6.21 | 1.96 | 10.25 | - | 8.5 |
| 6. | Be supportive when needed | 9 | 5.59 | 7.84 | 5.12 | - | 4.25 |
| 7. | Encouragement, reinforcement | 6 | 3.73 | 5.88 | 5.12 | - | 2.12 |
| 8. | Involve themselves | 6 | 3.73 | 3.92 | 5.12 | - | 4.25 |
| 9. | Visit campus | 6 | 3.73 | 3.92 | 5.12 | 4.16 | 2.12 |
| 10. | Meet with faculty and staff | 6 | 3.73 | 3.92 | 2.56 | 6.38 | - |
| 11. | Should not dictate or interfere | 6 | 3.73 | - | 5.12 | 8.33 | 4.25 |
| 12. | Work with teachers in special needs areas | 5 | 3.10 | 1.96 | 8.33 | - | 4.25 |
| 13. | Participate in parental ed. | 5 | 3.10 | 3.92 | - | 4.16 | 4.25 |
| 14. | Progress Report | 4 | 2.50 | 1.96 | 2.56 | 4.16 | 2.12 |
| 15. | Volunteer | 4 | 2.50 | 3.92 | - | - | 4.25 |
| 16. | Show enthusiasm | 3 | 1.86 | 1.96 | - | 4.16 | 2.12 |
| 17. | Involvement should be limited to elementary school | 3 | 1.86 | - | - | 4.16 | 4.25 |
| 18. | PTA | 3 | 1.86 | 1.96 | - | 4.16 | - |
| 19. | None | 2 | 1.24 | 2.56 | - | 4.16 | - |
| 20. | Inquire about classes | 2 | 1.24 | - | 2.56 | - | 2.12 |
| 21. | Ask for interaction | 2 | 1.24 | - | 2.56 | - | 2.12 |
| 22. | Make sure student attend school | 1 | 0.62 | - | - | - | 2.12 |
| 23. | Provide big brother/sister | 1 | 0.62 | - | - | - | 2.12 |

Table1

Ways Teachers Say They Involve Parents

| Methods of involvement: | | Frequency | Group % | Prim | Elem | Mid | H/Sc |
|---|---|---|---|---|---|---|---|
| 24. | In form them about school work | 37 | 14.23 | 6.66 | 10.00 | 10.71 | 23.07 |
| 25. | Read to children at home | 36 | 13.84 | 20.00 | 15.00 | 7.14 | 2.56 |
| 26. | Homework | 36 | 13.84 | 17.14 | 16.25 | 7.14 | 7.69 |
| 27. | Progress reports | 30 | 11.53 | 7.62 | 10.00 | 17.85 | 23.07 |
| 28. | Ask parents to listen children read to them | 27 | 10.38 | 12.38 | 13.75 | 7.14 | 2.56 |
| 29. | Help with school activities | 25 | 11.43 | 13.84 | 13.75 | 3.57 | 2.56 |
| 30. | Visit school/classroom | 20 | 7.62 | 9.52 | 2.50 | 21.43 | 5.13 |
| 31. | Make presentations/read to class | 17 | 6.53 | 7.62 | 7.50 | 7.14 | 2.56 |
| 32. | Booklist | 10 | 3.84 | 0.95 | 6.25 | 10.71 | 2.56 |
| 33. | Discuss materials with parents | 8 | 3.07 | 2.85 | 2.50 | - | 7.69 |
| 34. | None | 7 | 2.67 | - | - | 3.57 | 15.38 |
| 35. | Attend PTA meetings | 3 | 1.15 | 0.95 | - | - | 5.13 |
| 36. | Discipline | 2 | 0.76 | - | 1.25 | 3.57 | - |
| 37. | Sign contract | 1 | 0.38 | 0.95 | - | - | - |
| 38. | Volunteer in school | 1 | 0.38 | - | 1.25 | - | - |

Table 2

Most Important Roles Parents Should Play in Children's Literacy Development

| Important Roles: | | Frequency | Group % | Prim | Elem | M/Sc | H/Sc |
|---|---|---|---|---|---|---|---|
| 39. | Read to their children | 81 | 21.03 | 26.54 | 21.36 | 13.84 | 10.29 |
| 40. | Have children read to them | 46 | 11.95 | 13.58 | 14.56 | 6.15 | 7.35 |
| 41. | Model literacy behavior | 34 | 8.85 | 10.50 | 7.77 | 6.15 | 7.35 |
| 42. | Help them with homework, know what is expected | 30 | 7.79 | 3.09 | 6.80 | 7.69 | 13.23 |
| 43. | Encouragement, show interest | 26 | 6.75 | 4.32 | 5.82 | 6.15 | 13.23 |
| 44. | Discuss school work with children | 24 | 6.23 | 3.70 | 7.77 | 6.15 | 8.82 |
| 45. | Support school, be involved, volunteer | 18 | 4.67 | 3.70 | 4.85 | 7.69 | 2.94 |
| 46. | Take children to the library | 18 | 4.67 | 7.41 | - | 1.54 | 1.47 |
| 47. | Provide books and other materials at home | 18 | 4.67 | 4.32 | 5.82 | 3.07 | 4.41 |
| 48. | Give them experiences | 16 | 4.15 | 4.94 | 3.88 | 1.54 | 4.41 |
| 49. | Make contact with school | 12 | 3.11 | 1.23 | 1.94 | 7.69 | 4.41 |
| 50. | Set study time at home | 10 | 2.59 | 1.23 | 1.94 | 3.07 | 5.88 |
| 51. | Visit school | 10 | 2.59 | 1.23 | 1.94 | 6.15 | 2.94 |
| 52. | Put high value on literacy | 9 | 2.33 | 1.85 | - | 3.07 | 5.88 |
| 53. | Work with teachers to solve problems | 8 | 2.07 | 1.23 | 1.94 | 4.62 | 1.47 |
| 54. | Conference with teachers | 8 | 2.07 | 0.62 | 2.91 | 3.07 | 2.94 |
| 55. | Make reading enjoyable to children | 8 | 2.07 | 3.70 | 0.97 | 1.54 | - |
| 56. | Ensure children's preparation for school (basic skills) | 7 | 1.81 | 2.47 | 1.94 | - | 1.47 |
| 19. | Provide secure environment | 6 | 1.55 | 1.23 | 2.91 | 1.54 | |
| 20. | Model writing at home | 4 | 1.03 | 1.85 | 3.88 | 1.54 | - |
| 21. | Provide extracurricular activities | 2 | 0.52 | | | | |
| 22. | Discipline | 2 | 0.52 | - | 0.97 | 1.54 | 1.47 |

Table 3